Commonwealth of Massachusetts

1997
Cops and Kids Grant Program
Final Report

EXECUTIVE OFFICE OF PUBLIC SAFETY

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Governor

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1997 MASSACHUSETTS COPS & KIDS PROGRAM

Introduction

In 1997, the Massachusetts Executive Office of Public Safety initiated the Cops and Kids Program - a pilot program initiated in 20 Massachusetts communities. Cops and Kids was designed to provide at-risk middle school youth (12-14 years old) with after-school programs during the hours between 3 p.m. and 6 p.m. Over the 1997-1998 school year, Cops and Kids communities established a variety of after-school programs that provided a safe, structured environment for youth.

Statistics collected by the U.S. Department of Justice indicate that at least 50% of youth crime and violence occurs during the after-school hours of 3 p.m. to 6 p.m., when youth are left unsupervised and are most at risk (Sickmund, Snyder, and Poe-Yamagata, 1997). More specifically, data analyzed from the National Incident Based Reporting System (NIBRS) report that 1 in 5 *violent* crimes committed by juveniles occur in the four hours following the end of the school day (i.e., between 2 p.m. and 6 p.m.). In addition, incidences of juvenile gang crime peak immediately following school at 3 p.m. (Sickmund, Snyder, and Poe-Yamagata, 1997).

The need for supervised, quality activities in a safe environment for youth, during non-school hours, is universal for all types of communities across all age groups. According to national research, over 60% of youth between 6th and 12th grade spend two or more hours at home, without an adult, each day after-school (Search Institute, 1997). Further research indicates that youth who have access to developmental assets such as positive values, quality time with caring adults, and opportunities to serve others, are more successful in school and less likely to engage in risky behaviors than other youth (Search Institute, 1997).

In 1994, juveniles, aged 12-17, were nearly three times as likely as adults to be victims of violent crimes (Sickmund, Snyder, and Poe-Yamagata, 1997). Furthermore, younger students (ages 12-14) were more likely to experience violent victimization at school than older students (Chandler et al., 1998). The violent crime rate outside of school for younger juveniles (ages 12-14) was comparable to that of older juveniles (ages 15-17) (Sickmund, Snyder, and Poe-Yamagata, 1997).

In 1996, the Executive Office of Public Safety (EOPS) commissioned a study to evaluate the Massachusetts Drug Abuse Resistance Education (D.A.R.E.) Program, identify the level of substance abuse awareness among youth, and determine the nature of the relationship between police and youth. In conducting this evaluation, Northeastern University's Center for Criminal Justice Policy Research administered 1,617 pre- and post- surveys to elementary students in five treatment schools and one control school. Surveys were also administered to educators and D.A.R.E. officers.

The study conducted by Northeastern found that the local D.A.R.E. programs provide age-appropriate information about drugs, alcohol, and tobacco use to 5th and 6th grade students, who also develop a strong bond with their D.A.R.E. officers. The majority of students who

completed the D.A.R.E. elementary school curriculum reported that they now know all that they wanted to know about the dangers of smoking, drinking, and drugs and that D.A.R.E. taught them different ways of avoiding drugs and alcohol. It also appears that D.A.R.E. slightly increases students' negative views of drugs, alcohol, and cigarettes. There were no significant increases or decreases in the use of tobacco products, alcohol, or marijuana for either the D.A.R.E. group or the control group.

However, with regard to substance abuse and violence, as well as building relationships between youth and police, this study found that these issues were not being reinforced for middle school-aged youth (Center for Criminal Justice Policy Research, 1997). The study recommended that the Secretary of Public Safety implement new anti-drug and alcohol programs that have a community-wide focus and are integrated with existing substance abuse education efforts being taught in the school. It also recommended that new programs, geared to middle school and high school age youth, should include a violence prevention component.

The need for positive programming for middle school youth in Massachusetts was further strengthened following a February 1997, incident in Woburn, Massachusetts, where fourteen children overdosed on muscle relaxants at a community dance. Looking for a quick high, the middle school-aged youth swallowed handfuls of the prescription drug Baclofen, unconcerned with the physical dangers their actions posed. Of the youth that took the pills, all were unable to identify any viable consequences they contemplated before ingesting between 10-55 pills. All of the children involved spoke of the need to belong to a group as a reason for participating in the event.

Program Development

Risk-Focused Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders details a risk-focused approach for combating juvenile delinquency. This approach, based on the Social Development Strategy, focuses on the implementation of certain protective factors to offset risk factors for delinquent behavior.

Research has identified four categories of risk factors for health and behavior problems (e.g., substance abuse, delinquency, teenage pregnancy, school dropout, and violence) in adolescents:

1. *Individual/peer* – alienation and rebelliousness, friends who engage in problem behavior, favorable attitudes towards the problem behavior, early initiation of the problem behavior, and constitutional factors.
2. *Family* - family history of high-risk behavior, family management problems, family conflict, and parental attitudes and involvement in crime and drugs.
3. *School* - early and persistent antisocial behavior, academic failure beginning in elementary school, and lack of commitment to school.
4. *Community* - availability of drugs and firearms, community laws and norms favorable toward drug use, firearms, and crime, media portrayals of violence, transitions and

mobility, low neighborhood attachment and community disorganization, and extreme economic deprivation (Howell, 1995).

Clearly, not all youth exposed to the identified risk factors engage in negative behavior. Research has identified certain protective factors that can be introduced to insulate youth against the effects of risk exposure. They are:

1. *Individual characteristics* – positive social orientation, a resilient temperament.
2. *Social bonding* – positive relationships with family members, teachers, or other adults.
3. *Healthy beliefs and clear standards for behavior* – beliefs in a child's competence to succeed in school and avoid drugs and crime, establishing clear and consistent expectations governing their behavior. (Howell, 1995).

The Massachusetts Cops and Kids Program

> "After-school recreation programs can address the risk factors of alienation and association with delinquent and violent peers. Protective factors may include opportunities for involvement with prosocial youth and adults, skills for leisure activities, and bonding to prosocial others" (Howell, 1995: 95)

Building on the core principles of risk-focused delinquency prevention, the Executive Office of Public Safety sought to develop a program that would help curb youth drug abuse and delinquency by providing a healthy, after-school environment for middle school youth to interact with positive role models, while reaffirming the core principles of the D.A.R.E. Program.

The primary goal of the Cops and Kids Program is to reduce the incidences of youth substance abuse and criminal and gang involvement. Research shows that youth often spend their after-school hours in idle, unsupervised activities, which sometimes can lead to drugs and crime. The Cops and Kids Program initiates a healthy alternative to this practice by providing youth the opportunity for involvement in positive activities during after-school hours in a constructive, supervised environment. Therefore, youth remain safe during the critical after-school hours, and public safety is preserved due to the anticipated decrease in juvenile delinquency.

According to the theoretical Social Development Strategy, youth who feel a bond to those with healthy beliefs and clear standards do not want to behave in ways that would threaten that bond - such as: use of drugs, violent behavior, or involvement in crime (Howell, 1995). More specifically, a positive bond established between police and youth can serve to protect youth from participating in delinquent behavior. In working with researchers, law enforcement officials, and policymakers in creating the Cops and Kids Program, EOPS identified the need for developing strong relationships between youth and law enforcement officers, as well as community partnerships.

Community police officers play a vital role in helping youth develop important life skills, such as: decision making, goal setting, conflict resolution, and long range planning. They represent comfort and safety to youth, and encourage non-violent behavior, responsible values, and a

positive identity. Therefore, the Cops and Kids Program attempted to create an atmosphere conducive to favorable interaction between youth and police officers. These social bonding and relationship building components are key and necessary protective factors the Cops and Kids Programs intended to implement.

Communities are strengthened by the enhanced investment and coordination of economic, social and physical infrastructures. With local agencies working together creating a uniform effort, youth are bettered served by the new found inter-agency communication and understanding of youth needs. The Executive Office of Public Safety challenged local police departments to develop comprehensive, community-based strategies intended to keep youth off the streets and prevent substance abuse and violence. To promote the success of the program and facilitate community cooperation, police departments were required to work directly with other community stakeholders in developing their community's Cops and Kids Program. Stakeholders in these programs include: youth, families, school departments, public and private health and human services providers, neighborhood committees, businesses, governmental agencies, courts, and juvenile probation. At minimum, each community commits staff support from local law enforcement and school departments.

The mission of the Cops and Kids Program is to challenge local Massachusetts police departments to work with other stakeholders to develop community-based programs to prevent youth substance abuse and violence.

The program's goals are to:

- Reduce incidence of youth substance abuse.
- Prevent youth criminal and gang involvement.
- Create positive interaction between law enforcement and youth.
- Improve educational and recreational opportunities for youth.
- Enhance youth self-esteem.
- Encourage personal, social, and civic development.
- Improve linkages between community services.
- Enhance the coordination of economic, social, and physical infrastructures.

The Funding Process

Eligibility

All Massachusetts cities and towns were eligible to apply for funding if they met the following criteria:

- Committed to working with various school systems and community-based organizations in an effort to teach young people the dangers of violence and substance abuse.
- Current in their monthly submission of juvenile lockup data sheets and in compliance with the status offender law.
- Able to provide a $17,000 hard cash match.

Selection Process

Through a competitive grant application process, local police departments were asked to develop a strategy that addressed juvenile delinquency. Although communities were provided the discretion to devise their own program components, they were required to (1) inventory their existing resources/programs that address the needs of youth and (2) conduct a needs assessment focusing on the targeted group and hours. Each strategy was required to address the following:

- **Prevention**- Reinforcing youth understanding of the dangers of substance abuse and violent behavior while promoting and rewarding responsible behavior.
- **Intervention**- Instituting problem intervention with at-risk youth before situations deteriorate to the point of serious criminal activity or self-destructive behavior.
- **Enforcement/Suppression**-Ensuring apprehension of criminally involved youth in a consistent and appropriate manner.
- **Reintegration**- Providing positive alternatives and appropriate supervision to court involved youth to discourage repeat involvement in criminal or self-destructive behaviors. The result is a safety net of after-care services for these youth.

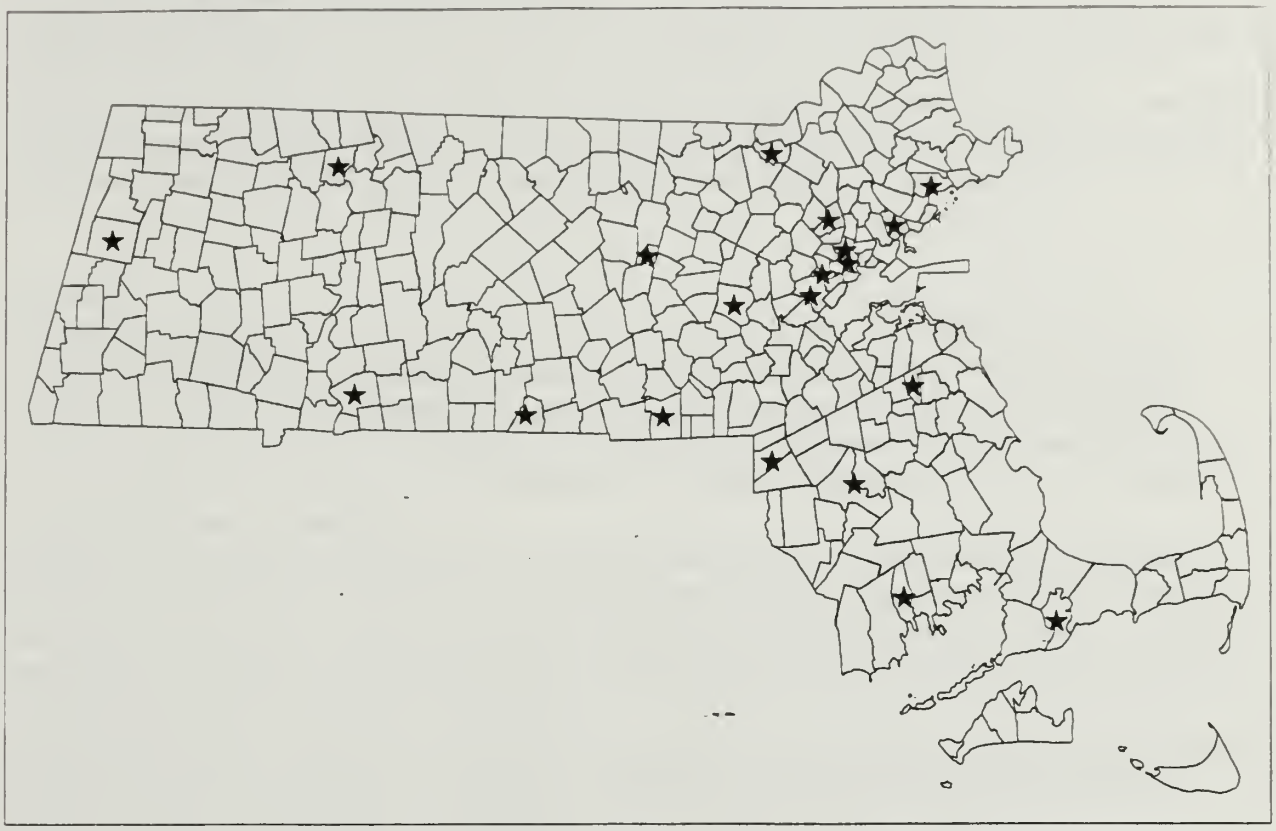
The Executive Office of Public Safety convened a Cops and Kids Advisory Review Board. This panel of law enforcement experts and policy makers reviewed and scored each application.

Award

In July 1997, the Massachusetts Executive Office of Public Safety awarded one million dollars of federally appropriated Edward Byrne Memorial Grant funding to twenty police departments to develop Cops and Kids. Each police department was awarded $50,000 and contributed a hard cash match of $17,000, dedicating a total of $67,000 to the Cops and Kids Program. The program period was from September 1, 1997 – June 30, 1998.

As a result of the competitive grant application process, funding was awarded to the following communities: Beverly, Clinton, Framingham, Greenfield, Lowell, Lynn, Mashpee, Medford, New Bedford, Newton, North Attleboro, Pittsfield, Rockland, Somerville, Southbridge, Springfield, Taunton, Uxbridge, Watertown, and Woburn.

Figure 1: Geographic Location of Cops and Kids Programs



Program Descriptions

Beverly

Schedule and Location The Cops and Kids Program operated Monday through Friday from 2:15 p.m.-6:00 p.m. The Beverly YMCA Teen Center was the primary site of the program.
Participants An average of 35-40 middle school students attended daily. Of approximately 75 youth served over the year, referrals to the program were made from the Essex County District Attorney's Juvenile Diversion Program. Each student paid $1 per day to attend the program, although a few students were on scholarship.
Activities Daily homework time was from 2:15 p.m.-3:00 p.m. In addition, each day of the week offered a special activity: *Monday*- Fieldtrips; *Tuesday/Thursday*- computers, CPR/First Aid, sports, and D.A.R.E. Curriculum; *Wednesday*- guest speakers, hobby development, and physical activity; and *Friday*- community service. Every week a roundtable was held where youth discussed what they liked and disliked about the program. Students participated in over 30 fieldtrips. Over 25 violence and drug abuse prevention programs were held. The girls' double dutch team placed 3rd in a competition without any experience prior to the Cops and Kids Program.
Community Service Students were provided the opportunity to select from several community service projects including: community clean-ups, assisting in the Community Policing Program,

the Beverly Elderly Protection Program, the Beverly Child Protection Program, Stranger Danger, "Run, Yell, Tell," and the Kids Care Program.
Parental Involvement Parents were required to participate in student activities and special parent education opportunities. Parents were requested to participate in a minimum of a one day activity and two night meetings where the D.A.R.E. Parent Program was presented. A newsletter was sent home regularly to update parents on program activities. Fifty-two parents attended an eight-week parenting skills program which received high praise from attendees.

Clinton

Schedule and Location The program serviced two separate groups, each made up of 12 students. One group of youth met on Monday/Tuesday and the other on Wednesday/Friday.
Participants This program identified 24 at-risk youth and placed them into the program by either an order of the court, as a condition of probation, at the request of the school department administration, or by a parent recommendation. As students' probations ended, new students were brought into the program.
Activities The program mandated all participants complete their daily homework assignments. Each student involved received a daily progress report from each class regarding their behavior and effort. Youth participated in recreational activities such as: Project Adventure, weightlifting, basketball, judo, dances, and sporting events. With positive reviews, youth gained points to be eligible for extra activities (e.g., dirt biking).
Community Service Youth were required to help plan and participate in community projects and activities, such as: refurbishing a ball field, maintaining a park, planting flower boxes in the business district, and painting over graffiti.
Parental Involvement Volunteers and mentors were utilized. Participation of parents was mandatory. Parents of participants were required to attend a 10-session parent course as part of the program. Support counseling was provided and referrals made to parents and students when needed.

Framingham

Schedule and Location This after-school program, based in public assisted housing developments, operated Monday through Friday from 3 p.m. to 6 p.m.
Participants The centers served an excess of 75 youth.
Activities Computers, athletics, field trips, and team building were activities offered to youth. Computer-based learning centers were established. Youth participated in ropes training, leadership development, community service project/neighborhood beautification project, police/youth bike team, camping trip, and boxing. This program identified and connected with those youth that historically avoid team sports and activities by offering nontraditional approaches to team building. Youth participated in team building exercises such as Adventure Based Experiential Learning, volleyball, mountain biking, and youth leadership development. The program developed a teen hotline and trained youth for peer counseling. Stress relief and conflict resolution trainings took place. High school juniors and seniors were trained as mentors. A local towing company donated $5 from every tow towards computer programs requested by the Cops and Kids Program.

Greenfield

Schedule and Location The Greenfield Cops and Kids Program provided at-risk youth a structured educational program that involved computer systems and the Internet. The program operated three days per week from 3 p.m. to 6 p.m.
Participants A total of 26 youth participated in the Cops and Kids Program.
Activities A student learning center was established with ten computer workstations, two color printers, a network server and Internet access. Police officers acted as mentors and instructors to help youth build the valuable skills needed for their futures. Visiting Nurses and Health Services Outreach performed visits to youth and their families to discuss the medical and emotional side effects of substance abuse, gang involvement, and violence. The Visiting Nurses taught educational segments dealing with the medical and emotional side effects. The Visiting Nurses took referrals and made home visits to "school refusers." There was also an increase in surveillance around the middle school area during the peak hours of 2:15 p.m.-6:00 p.m.

Lowell

Schedule and Location The Lowell Cops and Kids Program involved 9 middle schools, and operated from 3 p.m. to 6 p.m.
Participants Over 450 youth participated in the Cops and Kids Program.
Activities Lowell developed a comprehensive prevention and intervention program for young people called STAND (Students Taking Action Not Drugs). The program concentrated on 3 areas: after-school activities, Youth Deputy Superintendents, and peer leadership. The current D.A.R.E. sponsored flag football and wrestling leagues were expanded and girls and boys basketball teams were developed. The Youth Deputy Superintendent Program was established, in which a representative from each school met with the Chief of Police to discuss issues that were important to them. Over 80 middle school youth, including the Youth Deputies, participated in a 2-week "Student Police Academy." The peer leader component focused on community service and included a formal recruitment and training program. Lowell High School peer leaders were active at the middle school. These mentors helped run a food drive and caroled at the local senior centers.
Community Service Community service was provided to a variety of public and non-profit agencies throughout the community and included neighborhood clean-ups, reading programs at the local childcare center, working with the Lowell Parks Department, and helping recruit intergenerational volunteers.

Lynn

Schedule and Location The Lynn Cops and Kids Program operated 4 days per week. Two days per week the program was held at the Community Minority Cultural Center (CMCC). The other two days, the program was located at the YMCA.
Participants Sixty-three youths participated in the program.
Activities Activities in the program included: field trips, computer training, tutoring, life-skills development, cultural enrichment, and drug, tobacco, gang, and violence prevention education. The CMCC includes a resource center/library, computer center, and four multipurpose areas for dance, theater, presentations, classes, science projects, arts and crafts, and music. The YMCA provides structured afternoon recreation for youth to engage in a variety of activities including:

swimming, aerobics, basketball, art classes, and a study period. The Lynn Cops and Kids Program was 1of 10 communities nationwide awarded the "City Livability Award" Honorable Mention. This nationwide contest honors mayors and municipal governments for developing effective programs which enhance livability in their respective communities.

Mashpee

Schedule and Location The Mashpee Cops and Kids Program operated 4 days per week between the hours of 3 p.m. to 6 p.m.
Participants More than 30 middle school youth participated in the program.
Activities The youth played miniature golf on Mondays and Tuesdays, and basketball and bocce on Wednesdays and Thursdays. Mentoring and homework assistance was offered to youth daily. The youth went on a paintball outing and attended field trips to a bowling alley and an amusement center. The program offered a mini-golf tournament where bicycles were provided as prizes.

Medford

Schedule and Location The Medford Cops and Kids Program was offered three days per week from 2:30 p.m. - 5:45 p.m. The program was located at three public middle schools. In addition, two local parochial schools participated in the program.
Participants The Cops and Kids Program served approximately 400 Medford youth.
Activities Homework Club, fieldtrips, educational games, sports, and arts and crafts were activities offered at the Medford program. Almost all youth participated in the recreational sports that were offered. Also, informal discussions on drug and alcohol abuse, and violence and individualized counseling for at-risk youth took place. At a community meeting, the Medford police involvement with the youth was praised by parents.

New Bedford

Schedule and Location The schedules varied across the program but served youth in the after-school hours.
Participants Over 280 students participated in the Cops and Kids Program, including catholic schools students.
Activities The New Bedford Cops and Kids Program was comprised of 11 "mini" programs. Police officers from the New Bedford Police Department made specific proposals of programs they wanted to implement within the city and they were responsible for running their designated program after-school. Programs included: guest speakers, crafts, field trips (over 300 youths attended at least one field trip), sports, SCUBA diving, and truant officer and police officer ride along program. The "Discovering New Bedford" segment consisted of historic trips and guest speakers discussing New Bedford's history. "Celebrating Diversity" offered guest speakers speaking about multi-cultural issues. "Reach for Your Dreams!" was a musical and educational initiative in which the State Police were involved in the curriculum. This mini-program culminated with the students performing in a play for their parents. At the Parker School, students met with an art teacher weekly to develop art and cultural projects that enhanced the school and community. Truancy officers patrolled neighborhoods to pick up truant youth. Also,

teams of probation officers and police officers targeted juveniles on probation and detained youth with probation violations. A total of 23 probationers received warnings that they were in violation. Many parents appreciated the extra attention their children received. School officials from non-participating schools have called to request involvement and to offer space and supervision for activities.

Newton

Schedule and Location The program provided healthy, educational, and fun activities two days per week from 3 p.m. to 6 p.m. at the Newton Police Department.
Participants Twenty students from the middle school participated in the Cops and Kids Program. Each referred student was determined to be at-risk for a variety of reasons, such as family involvement with court and other agencies.
Activities Activities were based on basic policing and law enforcement-related projects that introduced students to basic investigative skills and concepts. In addition, the program offered youth first aid awareness, field trips to the State House and the local courthouse, academic activities, and teamwork-building activities like rock climbing. Guest speakers and professionals presented to the group on a regular basis.

North Attleboro

Schedule and Location North Attleboro's program, named *Teen Tech*, engaged youth in career building activities during the hours of 3 p.m. to 6 p.m., three times per week. There were two sessions offered lasting 14 weeks each. Both sessions were held at the middle school.
Participants A total of 42 students were served. Teachers and counselors referred at-risk students. Approximately, twenty of the referred students were chosen for each session.
Activities The North Attleboro Police Department, in partnership with the North Attleboro school system and Henkels and McCoy, Inc., a nationally renowned engineering, construction and consulting firm, team-taught an innovative electronics and computer building program. This program combined job specific computer skills while incorporating the D.A.R.E. Junior High School Curriculum. The involved youth developed an intimate familiarity with computers by assembling them from individual components. Students' math and reading skills improved as they apply to building computers, while preparing for electronic and computer related technical careers. The products assembled and kept by the students included: a siren driver, a radio, and a portable television. They also assembled computers which the school kept for their computer lab. *Teen Tech* also designed the Cops and Kids site on the North Attleboro Police Department's website.

Pittsfield

Schedule and Location The program operated Monday through Thursday, from 3 p.m. to 8 p.m.
Participants Approximately 70 youth, ages 12-14, who were projected to drop out of school, participated in the Cops and Kids Program.
Activities The program components offered included: mentoring, computers, fieldtrips, leadership training, employment training and counseling, homework and tutoring, and cultural and recreational activities such as: cooking, ice skating, swimming, and woodworking. Each

night, meals were donated by different community organizations. The Cops and Kids Program rotated the location of the program by utilizing the local YMCA, Boys' and Girls' Club, Girls Inc., and the Catholic Youth Center. Twenty-one youth participated in the ABC Leadership project, a team-building component of the program. The Cops and Kids Program will serve as a model for the new Community Learning Centers program.

Rockland

Schedule and Location An officer was either in or around the Roger Middle School during the hours of 2 p.m. to 6 p.m. each day. The Teen Center was open on Friday and Saturday evenings from 7 p.m. to 11 p.m.
Participants The Teen Center attracted, on average, 150 youth per night.
Activities The officers at the middle school "walked and talked" with students on a regular basis. The officers also met with both guidance counselors and teachers, as well as made classroom presentations and home visits to the students. Since the program began, calls for service were reduced from 4 calls per week to 1 call per week. An officer was present at the Teen Center, in plain clothes but with markings that identified him/her as an officer, each night and interacted with the youth, such as participating in competitive sports. The Junior Citizen Police Academy was an after-school activity that allowed interested students to learn all of the aspects of policing, and the problems inherent to the profession. The 8-week Academy included role-play activities, a ride-along program, and a mock trial. This helped youth understand the function of the police and instilled knowledge of the consequences of violent behavior and breaking the law. Probation Department staff, who specialized in violence and conflict resolution, presented parts of the program. The Sheriff's Department and K-9 unit, as well as other members of the Rockland Police Department, were introduced to the students. An after-school basketball league was also started with police officers as coaches. The teams were established in the Rockland Place housing development.

Somerville

Schedule and Location Three 10-week sessions were held. The program was held twice per week from 3 p.m. to 6 p.m. at the police station.
Participants A total of 76 youth were served.
Activities Conflict resolution, a mediation program, field trips and CASPAR (a drug and alcohol prevention program) were some of the programs the youth participated in. Four trained high-school peer leaders, with experience in conflict resolution, mediation, and/or substance abuse prevention, were employed as Staff Assistants to the Project Coordinator. These peer leaders provided alcohol and other drug education, led fun and interactive activities, and served as role models. The youth had a successful sleep-over at the YMCA. A graduation ceremony was held for all youth involved.

Southbridge

Schedule and Location The Center was open daily after-school and evening hours to all youth. Both the Youth Center and middle school teachers helped recruit students for the program by passing out flyers.

Participants Close to 200 youth have been served by this program. Court ordered youth, with community service requirements, were given the opportunity to fulfill their obligation through participation in the Youth Center, community projects, and educational activities.
Activities Peer tutoring services for homework were provided each school day to an average of 15 students per week. Basic computer technology skills were taught to youth for a minimum of three days per week. Monthly educational programs on drug abuse and teen pregnancy prevention were held in conjunction with the Southbridge Police and School Departments. A 7-minute video on marijuana, entitled "Be Smart, Don't Start," was produced by the Junior High Team. The highly successful billiard league, with weekly instruction and tournaments, attracted over 120 participants. Officers in the 10-week program coached five basketball teams. Job skills seminars for youth and parents were provided through the McKinnon Training Center to address areas of economic deprivation and school dropout issues. A total of nine job skills seminars were held. Part-time after-school jobs as peer mentors and tutors for teenagers in economically disadvantaged families were offered at the Youth Center. The Youth Center produced a 30-minute cable access news program called "Teen Vid News." The "Teen Vid News" progressed to the point in which it was the centerpiece for distributing non-profit information for schools and civic organizations town wide. The youth researched, interviewed, reported, and ran the equipment while they learned about video production. Other Youth Center activities included: basketball, teen dances, pool league, flag football, and Tae Kwon Do.

Springfield

Schedule and Location The *Say Nay to Drugs and Gangs* program was offered twice per week from 3 p.m. to 6 p.m. Each session lasted six weeks. The program was located at the Mounted Patrol and K-9 training area, in an 800-acre city park.
Participants This program served approximately 70 at-risk youth. Prior to entering the program, each child was encouraged to sign a contract promising to perform any number of functions such as listening to their parents, staying away from gang members, and completing homework.
Activities The Springfield Housing Authority provided the needed transportation and snacks for youth. School counselors, the Department of Youth Services, the Housing Authority, police, and the Juvenile Court referred at-risk youth to the program. This program addressed drug abuse, alcohol, tobacco, firearm safety, and gang violence, while introducing youth to police officers and horses. While conveying the anti-drug and anti-gang message, the program taught youth how to groom, care for, and interact with animals. At the end of the program, the participants were presented with a T-shirt, diploma, and a video of them riding a horse.

Taunton

Schedule and Location This program ran Monday through Thursday from 2:30 p.m. to 5:00 p.m. at two middle schools.
Participants Fifty-two (52) students from two middle schools participated in Taunton's Cops and Kids Program. Participation was voluntary, although "high-risk" youth were targeted for the program.
Activities Each afternoon's schedule included completing homework first, followed by a snack, then an activity, and finally cleanup. Tours of the local newspaper, court house, and city hall took place. "Teen Talks" were held in which people from the community spoke about their

experiences as teenagers (e.g., teen pregnancy, drugs, family relationships, etc.). Some activities the youth were involved in were arts, movies, skills training, martial arts, snorkeling, recreational activities at the local YMCA, G.R.E.A.T., computers, conflict resolution, Project Adventure, and community service projects. The staff was trained in dealing with students who are ADD and ADHD.

Uxbridge

Schedule and Location The Center was open five days per week, Monday through Thursday, 2 p.m. to 9 p.m., and Friday 2 p.m. to 10 p.m.
Activities The Youth Center offered a wide variety of activities, including: arts and crafts, computers, skateboarding, pool, movies, community service activities, computer lab, fundraising opportunities, field trips, and regular discussion groups on various topics. Group counseling was held twice per week and individual counseling once per week. The Director of the Youth Center coordinated with several youth agencies, such as the InterAgency Group, People First and Health Awareness Committee, to develop comprehensive community-based programs that address youth substance abuse and violence. Bell Atlantic matched the Center when purchasing computer equipment.
Community Service These projects included trips to the nursing home, downtown clean-ups, and fundraising participation.

Watertown

Schedule and Location The Watertown Cops and Kids Program ran Monday through Friday from 3 p.m. to 6 p.m. and was located at the middle school.
Participants Over 300 middle school youth participated this past year.
Activities Activities were open to all middle school youth and included a drug awareness program, drama, homework club, photography, arts and crafts, and organized sports, such as: mountain bikes, street hockey, basketball, and flag football. "Respect for Differences" was held every Friday. This program fostered respect among students for the multi-cultural, multi-ethnic background of the school population. Nine students also participated in a three day Outward Bound program. Many youth also participated in the community service project of tidying up the school. One drug/alcohol incident occurred in the Watertown middle schools since the beginning of the Cops and Kids Program, compared to three in the previous school year.

Woburn

Schedule and Location The Woburn Cops and Kids Program had three different middle school sites. The program ran in three ten-week sessions. At 2 p.m., the schools ran homework sessions until 3 p.m. From 3 p.m. to 6 p.m., the Cops and Kids Program was in session.
Participants Approximately 170-180 students attended the program. Fourteen officers, including 7 D.A.R.E. officers, participated in the program
Activities The following are some activities that were held: baby-sitting/First AID/CPR, karate, weight lifting, bowling league, photography and development class, theater production, home economics, personal development, and wood working. Weight equipment was donated. Each student in photography class received a 35mm camera to use and developed their film in the

police dark room. The drama club put on a successful theater production of "Snow White and the Seven Dwarfs." The play employed the services of home ec, which made the costumes, and wood working, which made the scenery. Over 30 weeks of preparation, only two students dropped out of the production.

Program Assessment

Assessment of the Cops and Kids Program consisted of both process and impact evaluative components.

Process Evaluation Methodology

An evaluation of the processes communities employed in initiating and implementing their Cops and Kids Programs was conducted. EOPS personnel were assigned to individual communities as grant monitors, and were responsible for oversight of their programs. The goal of program monitoring was to determine (1) the extent to which the programs were reaching their target population, (2) whether or not delivery of services was consistent with the program's design specifications, and (3) what resources were being expended over the course of the program. Several methods were utilized to monitor the individual programs, and assess service delivery.

Direct Observation Over the course of the grant year, monitors visited their programs at least twice. Monitors observed the youth as they participated in their scheduled activities. By directly observing the program in action, monitors were able to assess how youth interacted both with each other and the police officers and other adult staff. Monitors were also provided the invaluable opportunity to speak with youth and staff regarding their experiences with the program.

A "Cops and Kids Site Visit Worksheet" was completed each time a site was visited. This standardized report was designed as a structured interview instrument and consisted of a series of questions that determined if the program was operating effectively. In interviewing program personnel, grant monitors determined the programs' success in meeting its goals and objectives. If it was determined that specified program components were not implemented, monitors emphasized the requirement to adhere to the original program design. Any problems experienced in implementing the program were discussed, and technical assistance was provided if necessary. On-site visits also were useful in examining the number of participating youth, officers, and volunteers.

Evaluation Reports During the grant year, Cops and Kids Program administrators were required to submit three periodic evaluation reports that provided information regarding program implementation and participants. Specifically, the programs reported the number and characteristics (e.g., gender, race, age) of the youth served. Specific program components implemented during the reporting period were provided, as well as the number of youth participating per month and the average session time in hours for each of the components. An Annual Progress Report, required of all Byrne grantees, was also submitted by the Cops and

Kids program administrators. This report details the Program's goals, objectives, program activities, performance indicators, and accomplishments.

Information Sessions Two information sessions were held in August 1997, and January 1998. The introductory session informed all grantees of what was expected of them regarding data collection and submission of required reports. The second session required each grantee to present information on their program's successes and obstacles encountered. Program administrators were provided the opportunity to interact with each other and learn from the experiences of the other programs. Although both sessions were helpful to program participants, the second session was especially beneficial to EOPS staff.

Findings of the Process Evaluation

Program Operation Table 1 provides an overview of the operation and service delivery for each Cops and Kids Program. Although program participation was not mandatory for the majority of programs, three sites did require certain youth to attend. The number of officers involved in the programs ranged from one to thirty-five; the number of civilians ranged from zero to thirty-four. The hours of operation, the days and times per week, and the frequency of sessions varied from program to program. All programs adhered to the requirement of providing after-school programming between the hours of 3 p.m. and 6 p.m.

Table 1: Service Delivery

Community	*Participation Mandatory?*	*# Officers (paid/ volunteer)*	*Officer Program Hours/Week*	*# Civilian (paid/ volunteer)*	*Days; # Times a Week*	*Hours of Operation*	*#/ Frequency of Sessions*
Beverly	Yes, selected youth	16/1	20-25	5/34	M-F; 5 days	2pm-6pm	Four, 8-week & one, 2-week session
Clinton	Yes	18	20-25	15	M-F; 5 days	2pm-6pm	Continuous
Framingham	No	10	15-20	8	M-F; 5 days	3pm-6pm	Two, 12-week & one, 16-week session
Greenfield	No	4/0	3-4	5/2	M,W,F; 3 days	3pm-6pm	Three, 8-week sessions
Lowell	No	30/3	20	2/15	M-F; 5 days	3pm-6pm	Continuous
Lynn	No	20/1	16	5/6	M-Th; 4 days	2pm-5pm	Continuous
Mashpee	No	9/0	9	0/20	M-Th; 4 days	3pm-6pm	Continuous
Medford	No	6/4	12	3/7	M – Th; 4 days	2:30pm-6:00pm	Continuous
New Bedford	No	9	3	10	M-Th; 4 days	3pm-6pm	16 programs;3 days-30 weeks
Newton	No	4/4-6	9	4/1	T, Th; 2 days	3pm-6pm	One, 36-Week session
North Attleborough	No	1	12	2/2	M,Tu,W; 3 days	2:30pm-5:30pm	Two, 14-week sessions
Pittsfield	No	11/0	6	24/10	M-Th; 4 days	3pm-8pm	Continuous
Rockland	No	15	24-30	10	M-Sat; 6 days	2-6 (M-Th) Eve(F&Sa)	Continuous
Somerville	No	3-4/0	12-16	6/0	T, Th; 2 days	3pm - 6pm	Four, 10-week sessions
Southbridge	No	35/0	5-8	11/9	M-F; 5 days	2pm - 7pm	Continuous
Springfield	Yes, selected youth	10-12/0	14	4/3	Tu, Th; 2 days	3pm-6pm	Five, 12-week & one, 10-week session
Taunton	No	20/0	4	17/2	M-Th; 4 days	2:30pm-5:00pm	Continuous
Uxbridge	No	2/4	1-25	3/3	M-F; 5 days	2pm-6pm 7pm-9pm	Continuous
Watertown	Yes, selected youth	16/0	2-20	3/2-3	M - F; 5 days	3pm-6pm	Continuous
Woburn	No	13/0	3-6	5/21	Tu, W; 2 days	2:45pm-5:15pm	Three, 10-week sessions

Number of Participants Table 2 provides the number Cops and Kids participants as reported quarterly by the director of each program.

Table 2: Number of Cops and Kids Participants

Town	Period 1	Period 2	Period 3
Beverly	64	65	80
Clinton	24	17	17
Framingham	52	52	77
Greenfield	10	9	9
Lowell	463	114	25
Lynn	63	63	52
Mashpee	0	0	30
Medford	320	303	387
New Bedford	121	104	136
Newton	20	20	20
North Attleboro	20	23	23
Pittsfield	35	35	35
Rockland	656	213	258
Somerville	30	26	47
Southbridge	184	189	189
Springfield	11	14	27
Taunton	52	35	45
Uxbridge	636	412	752
Watertown	281	256	264
Woburn	149	149	101
Total	**3,191**	**2,099**	**2,574**

Program Components Depending on the program design and the number of youth involved, some programs ran a number of activities concurrently while others focused their program on one topic area. The following list represents the variety of programs offered by Cops and Kids:

Arts and Crafts/Ceramics
Babysitting/First Aid/CPR
Basic Equitation
Basketball
Behavioral/Social Workshops
Big Brother
Bowling
Boxing
Boy Scouts
Boys and Girls Club
Case Lecture Series
Catholic Youth League
Community Service Projects
Computer Center
Computer Training
Counseling
Cultural Activities/Education
Drama
Drug/Alcohol Awareness Education
Educational Board Games
Field Trips
Firearms Safety
Flag Football
Games
Gang Awareness Education
Guest Speakers
Gym
Hobby Development
Homework
Intramural Sports
Job Skills Seminars
Karate
Law and Order Videos
Leadership Development
Martial Arts
Mountain / Dirt Bikes
Movie and Discussion
Peer Leadership
Peer One-on-One
Photography
Pool/Billiards League
Project Adventure
Red Ribbon Clubs
Respect for Differences
Ropes Course
Socials / Dances
Street Hockey
Swimming
Tae Kwon Do
Teen Technical Assembly
Teen Topics
Teen Video
Tutoring
Weightlifting
YMCA
Youth Center

Problems Encountered Information gathered through monitoring and information sessions found that many communities faced similar difficulties when first implementing their individual programs.

Transportation: Transportation to and from the program was an obstacle that was overcome by most communities. The cost of renting a bus and driver was excessive for the programs' limited budgets. However, discounts were negotiated and volunteers assisted in alleviating the expenses to make it manageable for all programs.
Food Supplies: It was difficult to supply the youth with snacks and refreshments due to the regulation against purchasing food with federal funds. Again, the programs were awarded by donations from the communities to accommodate the youth and keep the programs running.

Custodial Costs: Many programs opted to utilize school property to operate their program, but they were met with high overtime costs to compensate custodial staff. Some communities assumed the cost for the custodians, while others offered alternative facilities such as youth or community centers.

Parental Involvement: A matter of strong concern was the lack of parental involvement in the programs. Some program staff have responded by regularly contacting parents to provide feedback and observations regarding the student's behavior.

Selected Program Accomplishments In meeting with program administrators, grant monitors were often informed of unforeseen program accomplishments that exceeded the initial expectations for the program. The following is a sample of these accomplishments from selected programs.

- One parent commented, "My son gets up in the morning to go to school so he can be a part of the Cops and Kids program."

- Teachers commented students' grades, attendance, and personal behavior have all improved. A positive secondary effect of the law enforcement presence in the school is a much higher approachability between students and officers. There has been a dramatic change in involved students.

- At a community meeting, in response to the recovering of a student's "death list" (a list of youth the student wanted to kill), police involvement with the youth through the Cops and Kids after-school program was praised. Parents commended the Cops and Kids program and believed more support from the school and teachers was needed. Parents noted stronger relationships between their children and the officers and attributed this to the Cops and Kids program.

- Officers approached the Project Director to expand the Cops and Kids program. The more the officers become involved, the more they want to share their interests with the students. A SCUBA diving component and a bilingual/bicultural component were added at the request of the officers.

- Prior to a field trip to a diversity fair, there was a noted self-segregation among the students. After the fair, students were no longer apart. They all respected each other's differences as their common traits.

- The group now brings bikes and/or other lost goods to the station when before they might have "helped themselves."

- The teachers reported that students are better behaved in the classroom since they began participation in the after-school program.

- The parents were very impressed by the program and found that they used the program as a way to begin conversation with their adolescent children. It was a common ground that their children were eager to talk about.

- On early dismissal days, students have requested to return to the school at 2 p.m. to have the program.

- The Program has witnessed students returning to the program site well after they completed their equine program. They come back to continue their relationships with the police officers and the horses. Officers enjoy seeing program graduates and continuing their relationship.

- Before the program started there was an average of 10-12 calls for service per week. Since the inception of the program, there have been 0 calls for service and no fights within the school.

- No alcohol or drug incidents in the middle school have been reported since the beginning of the program. There have been fewer incidents of violence within and outside of the school.

Impact Evaluation Methodology

To assess the effectiveness of the Cops and Kids Programs, surveys (Appendix A) were administered to youth participants both at the beginning and at the end of the program. To encourage honesty, participants completed the survey anonymously. In addition, persons outside of law enforcement administered the surveys. The survey was available to youth in both Spanish and English.

The majority of questions were adapted from well-documented and tested survey instruments (e.g., Center for Disease Control's Youth Risk Behavior Survey). Although the Cops and Kids survey contained no questions regarding sexual behavior, participating communities were required to obtain parental consent from students taking the survey. The surveys were designed to determine participants' attitudes and behaviors towards the following:

- Drug and alcohol use.
- Attitudes toward school.
- Delinquent behavior.
- Extent of parental supervision.
- Self-esteem.
- Attitudes toward police.
- After-school activities.
- Volunteer / community service.

The Cops and Kids Program served approximately 3,000 youth across the 20 sites. As shown in Table 3, 1,629 youth completed the pre-program survey and 1,243 youth completed the post-program survey. A control group of 596 youth were surveyed before the program and 249 youth were surveyed after the program.

Table 3: Number of Cops and Kids Surveys

Community	Pre-Program	Post-Program
Beverly	23	32
Clinton	12	7
Framingham	43	31
Greenfield	15	16
Lowell	33	27
Lynn	16	18
Mashpee	16	23
Medford	175	59
New Bedford	87	81
Newton	20	20
North Attleboro	19	16
Pittsfield	44	23
Rockland	515	535
Somerville	27	26
Southbridge	160	67
Springfield	53	49
Taunton	29	27
Uxbridge	121	69
Watertown	63	46
Woburn	158	76
Total	**1,629**	**1,243**
Control Group	596	249

The large decrease in completion of pre- to post-program surveys can be primarily attributed to youths exiting the program in early spring to pursue alternative after-school activities, thus preventing them from completing the exit survey at the end of the school year. In addition, a relatively small number were removed from the program because of inappropriate behavior and some youth dropped out because they did not like the program. These factors need to be considered when reviewing the findings of the survey. Since the pre- and post-surveys were not matched, it is not guaranteed the same youth completed the survey at both intervals. This further implies there was no true measure of individual change amongst the participants.

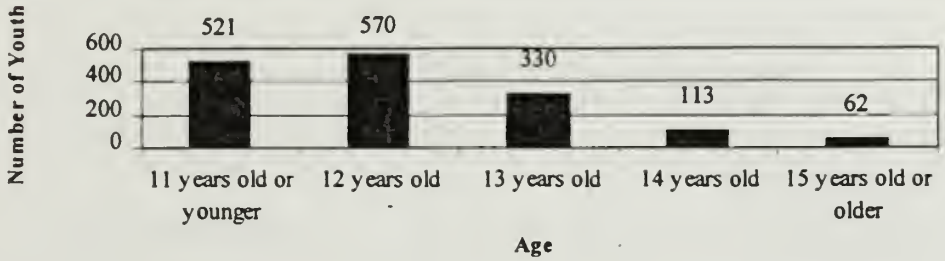
The post-program survey included an additional section that measured participants' level of satisfaction with the program. Of the 1,243 youth completing the post-program surveys, 677 youth completed the additional Cops and Kids Program evaluation form. The relatively small

number of youth completing the Cops and Kids evaluation is mostly due to the fact many of the communities did not necessarily call their program the "Cops and Kids Program." Therefore, many of the participating youth did not recognize the name so they did not complete the evaluation.

Findings of the Impact Evaluation

Demographics Analysis of the Cops and Kids pre-program data indicated females and males made-up 48% and 51% of the youth respectively. Thirty-two (32%) of the participants were 11 years old or younger; 35% were 12 years old; 20% were 13 years old; 7% were 14 years old; and 4% were 15 years or older.

Figure 1: Ages of Cops and Kids Youth



A total of 30% of the youth were in 6th grade; 34% in the 7th grade; and 16% in the 8th grade. The majority of program participants (81%) were Caucasian; 6% were African American; 10% were Hispanic or Latino; and 2% were Asian or Pacific Islander. The post-program demographic data reflects less than 2% change from pre-program numbers.

School Information This section of the survey asked the youth about their behavior and attitudes regarding school. Results indicate no significant changes in school behavior over the course of the program. Of those youth surveyed before the program, 80% did not skip a class in the prior school year. After their participation in the Cops and Kids Program, 79% of the youth did not skip a class in the last school year, representing a very minor decrease of 1% from pre-program results. Nearly 18% of the pre-program participating youth had been suspended one or more times. After participating in the Cops and Kids Program, close to 20% reported being suspended one or more times, an increase of 2% from before the program was implemented.

Table 4: School Information

			Youth Surveyed	
			Pre-Program	Post-Program
How often skipped a class in last school year	Not at all	Count	*1,270*	*943*
		%	*80.4%*	*78.5%*
	1 or 2 times	Count	*184*	*146*
		%	*11.7%*	*12.2%*
	3 to 10 times	Count	*68*	*53*
		%	*4.3%*	*4.4%*
	More than 10 times	Count	*57*	*59*
		%	*3.6%*	*4.9%*
Total			*1,579*	*1,201*
Ever been suspended	No	Count	*1,302*	*950*
		%	*82.2%*	*80.2%*
	Yes - one time	Count	*155*	*120*
		%	*9.8%*	*10.1%*
	Yes - two or more times	Count	*127*	*115*
		%	*8.0%*	*9.7%*
Total			*1,584*	*1,185*

Drug Education Program participants were asked to report the type of drug education they have received, and the impact drug education has had on their interest in trying drugs. Prior to their involvement in Cops and Kids, 95% of students had some form of drug education (e.g., D.A.R.E., films, lectures, etc.). Ninety-seven percent (97%) of students, after the completion of the program, had some sort of drug education. When asked whether drug education made youth more or less interested in drugs, 75% responded the education has made them less interested in trying drugs. Seventy percent (70%) of the post-program youth responded they were less interested in trying drugs because of the education they received, a decrease of 5% from pre-program.

Table 5: Drug Education

			Youth Surveyed	
			Pre-Program	Post-Program
Had a DARE class	No	Count	319	154
		%	19.6%	12.4%
	Yes	Count	1,309	1,087
		%	80.4%	87.6%
Total			1,628	1,241
Had another special course about drugs	No	Count	1,432	1,076
		%	88.0%	86.7%
	Yes	Count	195	165
		%	12.0%	13.3%
Total			1,627	1,241
Had films or lectures or discussions in regular courses	No	Count	1,251	951
		%	76.9%	76.6%
	Yes	Count	375	290
		%	23.1%	23.4%
Total			1,626	1,241
Had films or lectures outside of regular courses	No	Count	1,504	1,141
		%	92.4%	91.9%
	Yes	Count	123	100
		%	7.6%	8.1%
Total			1,627	1,241
Had special discussions or "rap sessions" about drugs	No	Count	1,557	1,164
		%	95.7%	93.8%
	Yes	Count	70	77
		%	4.3%	6.2%
Total			1,627	1,241
Had other type of drug education	No	Count	1,568	1,213
		%	96.4%	97.7%
	Yes	Count	59	28
		%	3.6%	2.3%
Total			1,627	1,241
Never had drug education in school	No	Count	1,556	1,210
		%	95.6%	97.6%
	Yes	Count	71	30
		%	4.4%	2.4%
Total			1,627	1,240
Impact of drug education	Made youth less interested in trying drugs	Count	1,180	851
		%	74.9%	70.6%

	Not changed opinion of drugs	Count	295	279
		%	18.7%	23.2%
	Made youth more interested in trying drugs	Count	33	38
		%	2.1%	3.2%
	Never had drug education courses or lectures	Count	68	37
		%	4.3%	3.1%
Total			1,576	1,205
Usefulness of drug education experiences	Little or no value	Count	246	211
		%	15.6%	17.5%
	Some value	Count	549	466
		%	34.9%	38.7%
	Great value	Count	779	526
		%	49.5%	43.7%
Total			1,574	1,203

Youth Attitudes Toward Schoolwork This section of the survey measured youth perception of the importance of schoolwork. Results indicate no significant change in attitudes from pre- to post-program. A total of 94% of pre-program participants and 92% of post-program participants believed grades were important. The change represents a 2% decrease from pre-program data. Prior to the program, close to 80% of the youth reported turning their homework in on time, while close to 78% of those completing the program stated that they turn their homework in on time.

Table 6: Youth Attitudes Toward Schoolwork

			Youth Surveyed	
			Pre-Program	Post-Program
Grades are important to me	Agree	Count	1,489	1,100
		%	93.9%	92.6%
	Disagree	Count	97	88
		%	6.1%	7.4%
Total			1,586	1,188
I almost always turn my homework in on time	Agree	Count	1,243	895
		%	79.6%	77.6%
	Disagree	Count	319	258
		%	20.4%	22.4%
Total			1,562	1,153
I usually quit when my schoolwork is too hard	Agree	Count	258	243
		%	16.6%	20.3%
	Disagree	Count	1,299	956
		%	83.4%	79.7%
Total			1,557	1,199

Before the program, 16% of youth surveyed usually quit when their schoolwork was too hard. Following the end of the program, 20% reported they usually quit when their schoolwork was too difficult. This represents a 4% increase in those youth that give up on their homework because it is too hard.

Extent of Parental Supervision This section of the survey asked youth about their parents' knowledge of their whereabouts in the free time after-school, the control parents have over their activities, and their parents' knowledge of their friends. The pre-program survey found that approximately 80% of pre-program participants' parents know what they do after-school and know who their friends are. There was no significant change in these factors as a result of the Cops and Kids Program.

At the start of the Cops and Kids Program, 33% of youth stated their parents do not let them go wherever they wish after-school. Over the course of the program, with an increase of 4%, 37% of youth state they can go wherever they wish after-school. Seventy-five percent (75%) of participants reported having a curfew at the end of the program, down from 79% of the pre-program participants.

Table 7: Extent of Parental Supervision

			Youth Surveyed	
			Pre-Program	Post-Program
Parents usually don't know what I do after school	Agree	Count	260	197
		%	16.7%	17.2%
	Disagree	Count	1,297	946
		%	83.3%	82.8%
Total			1,557	1,143
My parents let me stay out when I want	Agree	Count	252	250
		%	16.0%	21.0%
	Disagree	Count	1,326	940
		%	84.0%	79.0%
Total			1,578	1,190
My parents usually let me go wherever I want after school	Agree	Count	517	437
		%	32.7%	37.3%
	Disagree	Count	1,065	736
		%	67.3%	62.7%
Total			1,582	1,173
I have to be home at a certain time every night	Agree	Count	1,242	887
		%	79.2%	74.9%
	Disagree	Count	327	297
		%	20.8%	25.1%
Total			1,569	1,184
My parents know most of my friends	Agree	Count	1,269	953
		%	80.6%	79.6%
	Disagree	Count	306	244
		%	19.4%	20.4%
Total			1,575	1,197

Youth Self-Esteem Three questions in the survey asked students about their happiness and their perceived abilities. Results indicate no significant change in self-esteem as a result of the Cops and Kids Program. Following participation in the program, eighty-five percent (85%) of youth surveyed believed they were happy with themselves and felt they could do things as well as most others. However, 21% felt they do not have much to be proud of.

Table 8: Youth Self Esteem

			Youth Surveyed	
			Pre-Program	Post-Program
I am happy with myself	Agree	Count	*1,345*	*997*
		%	*86.1%*	*84.8%*
	Disagree	Count	*217*	*179*
		%	*13.9%*	*15.2%*
Total			*1,562*	*1,176*
I feel I do not have much to be proud of	Agree	Count	*332*	*249*
		%	*21.1%*	*20.9%*
	Disagree	Count	*1,239*	*943*
		%	*78.9%*	*79.1%*
Total			*1,571*	*1,192*
I am able to do things as well as most other people	Agree	Count	*1,297*	*982*
		%	*83.6%*	*84.7%*
	Disagree	Count	*254*	*177*
		%	*16.4%*	*15.3%*
Total			*1,551*	*1,159*

Attitudes and Behavior Survey questions asked youth about various attitudes and behaviors. Only 55% of pre-program youth surveyed thought they could walk away from a problem if they got angry. Seventy-five percent (75%) replied they think before they act. Thirty-four percent (34%) considered themselves in a dating relationship. There was no significant change in these behaviors over the course of the program.

When there is a problem, 83% stated they have someone they can talk to about it. Slightly down by 2%, 81% of the youth surveyed at the end of the program stated when there is a problem they have someone they can talk to about it.

Table 9: Attitudes and Behavior

			Youth Surveyed	
			Pre-Program	Post-Program
I think before I act	Agree	Count	1,172	885
		%	75.6%	74.4%
	Disagree	Count	379	304
		%	24.4%	25.6%
Total			1,551	1,189
If I start to get angry I can walk away from the problem	Agree	Count	848	628
		%	55.2%	54.2%
	Disagree	Count	688	531
		%	44.8%	45.8%
Total			1,536	1,159
I am in a dating relationship	Agree	Count	531	428
		%	34.0%	36.1%
	Disagree	Count	1,033	757
		%	66.0%	63.9%
Total			1,564	1,185
I get a real kick out of doing things that are a little dangerous	Agree	Count	641	547
		%	41.4%	47.3%
	Disagree	Count	908	610
		%	58.6%	52.7%
Total			1,549	1,157
When I have a problem I have someone to talk to	Agree	Count	1,299	944
		%	83.0%	80.5%
	Disagree	Count	266	229
		%	17.0%	19.5%
Total			1,565	1,173

After-School Activities Youth reported the types of after-school activities they usually participated in during an average week. Sixty-five percent (65%) of the pre-program youth spent time doing their homework; 22% hung out on the street with their friends. Fifty-two percent (52%) and 49% respectively went over a friend's house and/or had friends come over their own house. Forty-nine percent (49%) participated in sports. Fifty percent (50%) went home. After the youth completed the program, 68% of surveyed youth spent time doing their homework and 30% hung out on the street with their friends. Fifty-two percent (52%) and 62% of the youth respectively went over a friend's house and/or had friends come over their own house. Sixty-four percent (64%) participated in sports, up 15%. Sixty-seven percent (67%) went home.

Community Affairs or Volunteer Work One question asked youth how often they participated in community affairs or volunteer work. Twenty-eight percent (28%) of the pre-program youth never participated in community affairs or volunteer work. Thirty-two percent (32%) participated in volunteer efforts a few times per year. After participation in the program, 30% never participated in volunteer efforts, while 33% of the youth volunteered in community work a few times per year. Eighteen percent (18%) of the pre-program youth volunteered once or twice per month. After the completion of the program, about 15% of the youth reported volunteered once or twice per month, down 3% from pre-program.

Table 10: Frequency of Participation in Community Affairs or Volunteer Work

			Youth Surveyed	
			Pre-Program	Post-Program
How often youths participate in community affairs or volunteer work	Almost everyday	Count	*132*	*81*
		%	*8.7%*	*6.9%*
	At least once a week	Count	*205*	*171*
		%	*13.5%*	*14.6%*
	Once or twice a month	Count	*273*	*179*
		%	*18.0%*	*15.2%*
	A few times a year	Count	*487*	*387*
		%	*32.1%*	*33.0%*
	Never	Count	*418*	*356*
		%	*27.6%*	*30.3%*
Total			*1,515*	*1,174*

*Drug or Alcohol Use in the **Past Year*** Approximately thirteen percent (13%) of the pre-program youth had smoked cigarettes in the prior year. With a 4% increase from pre-program data, 17% of the participants had smoked cigarettes in the past year. Sixteen percent (16%) of pre-program participants had drunk beer, wine, and/or "hard liquor" other than for religious reasons. Twenty-one percent (21%) of post-program youth, up 5%, had drunk alcohol other than for religious purposes.

Table 11: Drug or Alcohol Use in Past Year

			Youth Surveyed	
			Pre-Program	Post-Program
Smoked cigarettes	No	Count	1,390	1,005
		%	87.1%	82.7%
	Yes	Count	206	210
		%	12.9%	17.3%
Total			1,596	1,215
Used smokeless tobacco	No	Count	1,563	1,165
		%	98.8%	97.0%
	Yes	Count	19	36
		%	1.2%	3.0%
Total			1,582	1,201
Drunk beer, wine, or "hard liquor"	No	Count	1,326	931
		%	84.4%	78.8%
	Yes	Count	245	250
		%	15.6%	21.2%
Total			1,571	1,181
Smoked marijuana	No	Count	1,505	1,131
		%	94.5%	93.2%
	Yes	Count	88	83
		%	5.5%	6.8%
Total			1,593	1,214
Sniffed glue, or breathed the contents of spray cans, or inhaled any paints or sprays to get high.	No	Count	1,498	1,098
		%	94.5%	92.0%
	Yes	Count	88	95
		%	5.5%	8.0%
Total			1,586	1,193
Used steroids	No	Count	1,563	1,189
		%	98.6%	98.6%
	Yes	Count	22	17
		%	1.4%	1.4%
Total			1,585	1,206
Taken pills to get high	No	Count	1,557	1,174
		%	97.9%	97.2%
	Yes	Count	33	34
		%	2.1%	2.8%
Total			1,590	1,208
Used any form of cocaine	No	Count	1,567	1,184
		%	98.9%	98.4%
	Yes	Count	17	19
		%	1.1%	1.6%
Total			1,584	1,203
Used heroin	No	Count	1,566	1,170
		%	98.7%	98.7%
	Yes	Count	20	15
		%	1.3%	1.3%
Total			1,586	1,185

At the beginning of the program, six percent (6%) of youth had reported smoking marijuana in the prior year. Six percent (6%) of the youth also reported sniffing glue or breathing the contents of spray cans, or inhaling paints or sprays to get high. At the completion of the program, 8% of

the youth revealed they sniffed glue or breathed the contents of spray cans, or inhaled paints or sprays to get high in the past year. Two percent (2%) of youth had taken pills in the prior year to get high. Ninety-eight percent (98%) did not use steroids, cocaine, or heroin. There was no reported change in these factors as a result of the Cops and Kids Program.

*Extent Drug or Alcohol Use in the **Past Month***

When comparing the results from the pre- and post-program surveys, there were very minor changes in Cops and Kids Program participants using drugs in the past month. A total of 88% of the youth had not smoked cigarettes in the past month, while 6% had once or twice, 3% had a few times per week, and 3% had smoked daily. After the completion of the program, 85% of Cops and Kids participants reported smoking cigarettes in the past month, while 7% had once or twice, 4% had a few times per week and 3% had smoked cigarettes daily.

Ninety-nine percent (99%) of the youth reported that prior to the program they had not used smokeless tobacco. After the program, 97% had not used smokeless tobacco, a 2% decrease in youth. Prior to their participation in the Cops and Kids Program, 87% had not drunk beer, wine and/or "hard liquor" other than for religious reasons, while 10% had once or twice, and 3% had a few times per week. After participating in the program, 80% had not drunk alcohol excluding intake for religious purposes, while 14% had once or twice (a 4% increase), and 5% had a few times per week.

Table 12: Extent of Drug or Alcohol Use in Past Month

			Youth Surveyed	
			Pre-Program	Post-Program
Smoked cigarettes	Not at all	Count	1,409	1,024
		%	88.3%	85.8%
	Once or twice	Count	97	88
		%	6.1%	7.4%
	A few times a week	Count	38	47
		%	2.4%	3.9%
	Every day	Count	51	35
		%	3.2%	2.9%
Total			1,595	1,194
Used smokeless tobacco	Not at all	Count	1,556	1,147
		%	98.6%	97.4%
	Once or twice	Count	12	17
		%	.8%	1.4%
	A few times a week	Count	5	8
		%	.3%	.7%
	Every day	Count	5	6
		%	.3%	.5%
Total			1,578	1,178
Drunk beer, wine, or "hard liquor"	Not at all	Count	1,346	933
		%	86.7%	80.7%
	Once or twice	Count	147	159
		%	9.5%	13.8%
	A few times a week	Count	53	53
		%	3.4%	4.6%
	Every day	Count	7	11
		%	.5%	1.0%
Total			1,553	1,156
Smoked marijuana	Not at all	Count	1,485	1,086
		%	95.3%	93.6%
	Once or twice	Count	40	40
		%	2.6%	3.4%
	A few times a week	Count	16	23
		%	1.0%	2.0%
	Every day	Count	18	11
		%	1.2%	.9%
Total			1,559	1,160
Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high	Not at all	Count	1,488	1,051
		%	95.1%	92.4%
	Once or twice	Count	52	61
		%	3.3%	5.4%
	A few times a week	Count	18	19
		%	1.2%	1.7%
	Every day	Count	7	6
		%	.4%	.5%
Total			1,565	1,137
Used steroids	Not at all	Count	1,560	1,186
		%	98.7%	99.0%
	Once or twice	Count	5	6
		%	.3%	.5%
	A few times a week	Count	9	4

		%	.6%	.3%
	Every day	Count	7	2
		%	.4%	.2%
Total			1,581	1,198
Taken pills to get high	Not at all	Count	1,551	1,171
		%	97.9%	97.4%
	Once or twice	Count	16	17
		%	1.0%	1.4%
	A few times a week	Count	13	11
		%	.8%	.9%
	Every day	Count	5	3
		%	.3%	.2%
Total			1,585	1,202
Used any form of cocaine	Not at all	Count	1,572	1,187
		%	98.8%	98.8%
	Once or twice	Count	7	5
		%	.4%	.4%
	A few times a week	Count	10	7
		%	.6%	.6%
	Every day	Count	2	3
		%	.1%	.2%
Total			1,591	1,202
Used heroin	Not at all	Count	1,553	1,186
		%	98.9%	99.2%
	Once or twice	Count	6	3
		%	.4%	.3%
	A few times a week	Count	7	3
		%	.4%	.3%
	Every day	Count	4	3
		%	.3%	.3%
Total			1,570	1,195

Ninety-five percent (95%) of the pre-program participants had not smoked marijuana in the past month. There was insignificant change in marijuana use from pre- to post- program implementation. Ninety-eight percent (98%) of the youth had not taken pills to get high. A total of 99% had not used steroids, cocaine, pills and/or heroin. There was little or no reported change in these factors as a result of the Cops and Kids Program.

Of the pre-program youth surveyed, 95% had not sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high, although 3% had done it once or twice in the past month. With a decrease of 3% from the pre-program, 92% of the post-program youth had not sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high nor had taken pills to get high. However, 5% of the youth reported they had done so once or twice in the past month, an increase of 2%.

*Delinquent Behavior in the **Past Year*** When comparing the results from the pre- and post-program surveys, there were minor variations in the reporting of Cops and Kids Program participants' involvement in delinquent behavior in the past year.

Remaining unchanged from pre-to post-program, 40% of program youth had been in a physical fight in the previous year; 7% had been hurt in a physical fight; and 6% have been taken to the police station because of their behavior but not arrested. Of the pre-program respondents, 3% have carried a gun while 11% carried another type of weapon other than a gun. With slight increases, 4% of the youth completing the program have carried a gun while 13% carried another type of weapon other than a gun. A total of 4% of the pre-program participants have been arrested and 5% of post-program participants reported being arrested.

Table 13: Delinquent Behavior in the Past Year

			Youth Surveyed	
			Pre-Program	Post-Program
Been in a physical fight	No	Count	952	713
		%	60.3%	59.3%
	Yes	Count	627	489
		%	39.7%	40.7%
Total			1,579	1,202
Been hurt in physical fight	No	Count	1,457	1,104
		%	92.7%	93.2%
	Yes	Count	115	81
		%	7.3%	6.8%
Total			1,572	1,185
Carried a gun	No	Count	1,529	1,156
		%	96.8%	96.4%
	Yes	Count	50	43
		%	3.2%	3.6%
Total			1,579	1,199
Carried any other type of weapon	No	Count	1,405	1,028
		%	89.5%	87.1%
	Yes	Count	164	152
		%	10.5%	12.9%
Total			1,569	1,180
Been arrested	No	Count	1,513	1,137
		%	95.9%	95.2%
	Yes	Count	65	57
		%	4.1%	4.8%
Total			1,578	1,194
Been taken to a police station because of behavior, but not arrested	No	Count	1,484	1,122
		%	94.5%	94.4%
	Yes	Count	87	67
		%	5.5%	5.6%
Total			1,571	1,189

Extent of Delinquent Behavior in the ***Past Month*** Revealing no change or less than 1% change from before and after the Cops and Kids Program, 67% of youth had not been in a fight in the month prior to the survey; 97% had neither carried a gun nor been arrested; 2% had carried a gun once or twice and; 95% have never been brought to the police station due to their behavior. Five percent (5%) of the pre-program and 7% of the post-program youth had carried a weapon other than a gun once or twice. Down 2% from the pre-program 26%, 24% of the youth had been in one or two fights in the past month.

Table 14: Extent of Delinquent Behavior in the Past Month

			Youth Surveyed	
			Pre-Program	Post-Program
Been in a physical fight	Not at all	Count	1,061	808
		%	67.1%	67.6%
	Once or twice	Count	409	291
		%	25.9%	24.4%
	A few times a week	Count	86	67
		%	5.4%	5.6%
	Every day	Count	25	29
		%	1.6%	2.4%
Total			1,581	1,195
Carried a gun	Not at all	Count	1,526	1,162
		%	96.8%	97.0%
	Once or twice	Count	35	19
		%	2.2%	1.6%
	A few times a week	Count	7	7
		%	.4%	.6%
	Every day	Count	8	10
		%	.5%	.8%
Total			1,576	1,198
Carried any other type of weapon	Not at all	Count	1,419	1,042
		%	90.5%	88.1%
	Once or twice	Count	84	83
		%	5.4%	7.0%
	A few times a week	Count	40	29
		%	2.6%	2.5%
	Every day	Count	25	29
		%	1.6%	2.5%
Total			1,568	1,183
Been arrested	Not at all	Count	1,515	1,153
		%	96.9%	96.8%
	Once or twice	Count	35	30
		%	2.2%	2.5%
	A few times a week	Count	8	5
		%	.5%	.4%
	Every day	Count	6	3
		%	.4%	.3%
Total			1,564	1,191
Been taken to a police station because of behavior, but not arrested	Not at all	Count	1,493	1,145
		%	95.3%	95.5%
	Once or twice	Count	60	42
		%	3.8%	3.5%
	A few times a week	Count	7	8
		%	.4%	.7%
	Every day	Count	6	4
		%	.4%	.3%
Total			1,566	1,199

Gang Involvement One survey question asked youth to report if they were involved with a gang. Seven percent (7%) of youth positively responded to being gang involved. There was no change in gang involvement as a result of the Cops and Kids Program.

Table 15: Gang Involvement

			Youth Surveyed	
			Pre-Program	Post-Program
Involved in a gang	Yes	Count	*102*	*80*
		%	*6.7%*	*7.0%*
	No	Count	*1,428*	*1,068*
		%	*93.3%*	*93.0%*
Total			*1,530*	*1,148*

Contact with Police Youth were asked if they had any contact with a police officer in the past year and where or why the interaction took place. Again, there were minor changes between the pre-program and post-program results. Close to seventy percent (70%) of the pre-program participants spoke with a police officer in the past year. After participating in the Cops and Kids Program, 75% of the youth reported they spoke with a police officer in the past year, an increase of 5%.

Fifty percent (50%) of the pre-program youth had contact with an officer at school. After the end of the program, 65% had contact with an officer at school, an increase of 15%. Thirty percent (30%) of the pre-program participants and 40% of the post-program participants reported they had contact with an officer on the street. Twenty-seven percent (27%) of the pre-program youth had contact with an officer at an after-school program. With a 13% increase, 40% of the post-program participants had contact with an officer at an after-school program Four percent (4%) of the youth surveyed prior to the program had "other" contact with an officer (e.g., relative, neighbor, etc). With a 15% increase from the pre-program, 19% had "other" contact with an officer.

Before participating in the program, 11% made contact with an officer because they were a witness to a crime and/or accident. After completing the program, 9% had contact with an officer because they were a witness to a crime and/or accident. Four percent (4%) of the pre-program youth had contact with an officer because they were suspects of a crime. After participating in the Cops and Kids program, 5% made contact with an officer because they were suspects of a crime. Remaining unchanged from pre- to post-program, 14% had asked for help from an officer and 6% made contact with an officer because they were a victim of a crime.

Attitudes Towards Police There were slight fluctuations in attitudes towards police from pre- to post-program. Seventy-four percent (74%) of program participants described their past experiences with the police as good. With an increase of almost 10% from the pre-program, 83% thought their past experiences with the police as good.

In the survey, when given the choice if police officers are helpful or not helpful, friendly or unfriendly, kind or mean, and comforting or scary, 83% found officers helpful, compared with 81% of the post-program participants; 82% found officers friendly compared with 78% of the

post-program participants; 78% found officers kind compared to 75% of post-program participants, and 63% found officers comforting while 61% of the post-program participants did.

Table 16: Attitudes Towards Police

			Youth Surveyed	
			Pre-Program	Post-Program
Description of past experiences with police	Good	Count	845	736
		%	74.4%	83.4%
	Bad	Count	145	79
		%	12.8%	8.9%
	No past experience	Count	145	68
		%	12.8%	7.7%
Total			1,135	883
Police officers are helpful or not helpful	Helpful	Count	1,276	964
		%	83.2%	80.5%
	Not helpful	Count	98	100
		%	6.4%	8.3%
	I dont know	Count	160	134
		%	10.4%	11.2%
Total			1,534	1,198
Police officers are friendly or unfriendly	Friendly	Count	1,202	911
		%	81.9%	77.5%
	Unfriendly	Count	100	115
		%	6.8%	9.8%
	I dont know	Count	165	150
		%	11.2%	12.8%
Total			1,467	1,176
Police officers are kind or mean	Kind	Count	1,136	858
		%	77.8%	75.1%
	Mean	Count	107	117
		%	7.3%	10.2%
	I dont know	Count	217	168
		%	14.9%	14.7%
Total			1,460	1,143
Police officers are comforting or scary	Comforting	Count	913	703
		%	63.2%	60.5%
	Scary	Count	174	180
		%	12.0%	15.5%
	I dont know	Count	358	279
		%	24.8%	24.0%
Total			1,445	1,162
General attitude towards police	Like very much	Count	587	394
		%	38.6%	33.6%
	Like	Count	456	374
		%	30.0%	31.9%
	No opinion	Count	376	299
		%	24.7%	25.5%
	Dislike	Count	56	49
		%	3.7%	4.2%
	Dislike very much	Count	47	55
		%	3.1%	4.7%
Total			1,522	1,171

Youth general attitudes towards police officers varied from pre- to post-program. Prior to the program, thirty-nine percent (39%) of youth reported liking officers very much, while 34% (a 5% decrease) shared this opinion at the end of the program. Thirty percent (30%) liked officers. Twenty-five percent (25%) had no opinion. Four percent (4%) disliked police officers. Three percent (3%) disliked officers very much.

Cops and Kids Program Evaluation A total of 677 youth completed the program evaluation section. Of those surveyed, the following represent the top 10 activities the youth participated in out of 20 possible activities given. A total of 46% of the youth responded they participated in field trips. Approximately, 44% of the surveyed youth that participated in athletics. Thirty-six percent (36%) of the youth participated in drug and/or violence prevention education. Twenty-four percent (24%) of the students participated in computer activities. Twenty-two percent (22%) were involved in homework assistance and tutoring. Twenty percent (20%) of students participated in theater and arts. Fifteen percent (15%) each took care of animals, participated in biking activities, and performed community service. Fourteen percent (14%) of youth participated in peer leadership activities.

Overall Program Evaluation When asked to rate the Cops and Kids Program overall, 46% of the youth rated the program excellent, 30% rated the program good, and 15% rated the program average. A total of 6% thought the program needed improvement and 3% of the youth rated the program poor.

Interested in the Cops and Kids Program Being Offered Next Year Eighty-six percent (86%) of responding youth would like to see the Cops and Kids Program continue next year. Fourteen percent (14%) of the respondents were not interested in participating in the program next year.

Figure 2: Percentage of Youth Interested in the Continuation of the Cops and Kids Program During the Next School Year

Relationship with Police Officers Youth were asked whether they felt their relationship with police officers had improved as a result of the Cops and Kids Program. Fifty-five percent (55%) believed their relationship with police officers had improved because of the program. Thirty-three percent (33%) thought their relationship with police officers had stayed the same. Ten percent (10%) had no opinion and 3% thought their relationships had gotten worse as a result of the Cops and Kids Program.

Conclusions

Demographically, the Cops and Kids Program served girls and boys evenly. The percentages of participating youth were in agreement with the program requirement to serve the middle school population. White youth (80%) comprised the majority of program participants while the remainder of the population was representative of Hispanics and African-Americans.

There were no noted changes in youth's attitudes and behaviors toward school work, extent of parental supervision, self-esteem, general attitudes and behaviors, and how they spent their time after-school.

Remaining approximately the same from the pre-program to the post-program survey were situations in which the youth made contact with the police. In regards to attitudes toward the police, most of the youth's attitudes remained the same except there was a 10% increase of program youth describing their overall past experiences with police as good.

The survey results appear to indicate that youth drug use slightly increased from pre- to post-program implementation. There were also slightly negative changes in delinquent behavior in the past year and mixed changes in delinquent behavior in the past month. However, due to attrition it is difficult to conclude the program had a negative impact. Another reason the results were higher could be that greater risk youth might have stayed in the program throughout its entirety while other youth drop out. Therefore, the post-survey recorded at-risk youth's drug use and delinquent behavior while not taking into account those that have dropped out and had not used drugs or been delinquent.

The secondary objective of providing educational activities in which youth can learn the dangers of drugs, crime, and gangs, was not as accomplished as originally intended. Although some programs did focus on drugs, gang and violence prevention education, either informally or by set curriculum, a more structured educational program should be required criteria for each program in the future. As an established component of the program, youth will consistently receive instruction to enable them to be aware of the dangers of drugs, crime, and gangs.

It is important to note as well, approximately 20% of the youth reported that they quit when their homework was too difficult. The Cops and Kids' homework component needs to be further strengthened by focusing on both the difficulty students are having and the unique ways in which students can be supported.

Another area for improvement is appropriate targeting and retention of eighth-grade participants. In many programs, fifth-grader participation increased while eighth-grade participation diminished. Reasons for this decrease of eighth graders need to be explored and the proper programming adjustments made in each program. Eighth grade students need to learn important life skills and make positive connections to others to help themselves be successful in high school. The Cops and Kids Program offers these youth the chance to learn those skills and provides youth with positive role models who guide positive behavior.

The final area in which Cops and Kids can be strengthened is parental involvement and the expansion of parent education. One reason there is a great need for after-school programs like Cops and Kids is because many parents are not at home during the hours of 2-6 p.m. However, parents should be encouraged to participate in the program in some capacity, whether it is through planning, volunteering, or meeting with program personnel. Parent education is another aspect that needs attention. Educational outreach to parents can be beneficial to parent/child relations, which in turn, can positively affect their child's behavior in general. By educating parents, more informed decisions regarding children can be made and likely, more positive outcomes expected.

However, the primary objective for the Cops and Kids Program succeeded in meeting its primary objective of involving middle school aged youth in quality, supervised recreational activities in a safe environment during after-school hours. Prior to the program, certain youth were accustomed to only interacting with school officials and police when facing punishment for poor behavior. The Cops and Kids Program offered these students the opportunity to interact with these authority figures in a relaxed atmosphere. The Cops and Kids Programs provided an opportunity for the students to gain a new perspective on police and educators, while at the same time affording police officers and teachers the opportunity to interact positively with at-risk youth. In addition, youth had the chance to participate in after-school activities that might not have been previously offered in their area.

Although certain components of the Cops and Kids Program can be strengthened, the overall implementation of the program has been a success. Police officers, teachers, and youth all report positive experiences with the program and have advocated for its continuation.

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Appendix A

YOUTH SURVEY

This survey asks questions about you and the things you do at school and away from school. It also asks your thoughts on a number of topics. Your answers to this survey will help us learn what students think and do.

THIS SURVEY IS COMPLETELY ANONYMOUS.

DO NOT WRITE YOUR NAME ON THIS SURVEY.

COMPLETE SURVEY IN BLUE OR BLACK INK ONLY.

Please read each question carefully. Then mark the answer that is closest to what you think.

Your help with this survey is greatly appreciated.

Please answer the following questions.

1. Are you: (Circle one)

   a. Female
   b. Male

2. How old are you? (Circle one)

   a. 11 years old or younger
   b. 12 years old
   c. 13 years old
   d. 14 years old
   e. 15 years old or older

3. What grade are you in? (Circle one)

   a. 5th grade
   b. 6th grade
   c. 7th grade
   d. 8th grade
   e. 9th grade
   f. Other: _____

4. How do you describe yourself? (Circle one)

   a. White
   b. Black or African American
   c. Hispanic or Latino
   d. Asian or Pacific Islander
   e. American Indian or Alaskan Native

5. Who do you live with? (Circle all that apply):

   a. Father
   b. Mother
   c. Foster Parent
   d. Stepmother
   e. Stepfather
   f. Brother (or stepbrother)
   g. Sister (or stepsister)
   h. Grandparent
   i. Other _____

The next questions ask you about school.

6. During the last school year, how often have you gone to school, but still skipped a class? (Circle one)

   a. Not at all
   b. 1 or 2 times
   c. 3 - 10 times
   d. More than 10 times

7. Have you ever been suspended from school? (Circle one)

   a. No
   b. Yes, one time
   c. Yes, two or more times

8. How many of the following drug education experience have you had in school? (Circle all that apply)

   a. D.A.R.E. class
   b. Another special course about drugs (other than D.A.R.E.)
   c. Films, lectures, or discussions in one of my regular courses
   d. Films or lectures, outside of my regular courses
   e. Special discussions ("rap" sessions) about drugs
   f. Other _____
   g. I have never had drug education in school

9. Would you say that the information about drugs that you received in school classes or programs has... (Circle one)

   a. Made you less interested in trying drugs
   b. Not changed your opinion of drugs
   c. Made you more interested in trying drugs
   d. I never had any drug education courses or lectures

10. Overall, how useful were the drug educational experiences to you? (Circle one)

    a. Little or no value
    b. Some value
    c. Great value

11. Please provide any comments (good or bad) on the drug education you received:

    _____
    _____
    _____
    _____
    _____
    _____

The next questions ask about you and how you think about things.

Do you mostly agree or mostly disagree with the following statements? (Circle one answer for each line)

	Agree	Disagree	
12.	A	D	The grades I get in school are importa to me.
13.	A	D	I think before I act.
14.	A	D	I usually quit when my school work too hard.
15.	A	D	My parents usually don't know what I c after school.

	Agree	Disagree	
16.	A	D	My parents let me stay out when I want.
17.	A	D	I have to be home at a certain time every night.
18.	A	D	If I start to get angry, I can walk away from the problem.
19.	A	D	I am in a dating relationship.
20.	A	D	I almost always turn my homework in on time.
21.	A	D	My parents know most of my friends.
22.	A	D	My parents usually let me go wherever I want after school.
23.	A	D	I get a real kick out of doing things that are a little dangerous.
24.	A	D	I am able to do things as well as most other people.
25.	A	D	I feel I do not have much to be proud of.
26.	A	D	I am happy with myself.
27.	A	D	When I have a problem I have someone to talk to.

The next questions ask about what you do in your free time.

28. During a typical week, what do you do after school? (Circle all that apply)

a. Go to the mall
b. Do homework
c. Go to the library
d. Hang out on the street
e. Go to a friends house
f. Have friends over at my house
g. Play sports
h. Go to work
i. Go home
j. Go to an after-school program
k. Go to a school-related club (newspaper, band)?
l. Go to a community center
m. Other _____

29. How often do you participate in community affairs or volunteer work: (Circle one)

a. Almost everyday
b. At least once a week
c. Once or twice a month
d. A few times a year
e. Never

The next questions ask about drugs and alcohol.

During the **LAST 12 MONTHS**, have you...
(Circle one answer for each line)

	Yes	No	
30.	Y	N	Smoked cigarettes?
31.	Y	N	Used smokeless tobacco (snuff, chew tobacco)?
32.	Y	N	Drunk beer, wine, or "hard" liquor (other for religious reasons)?
33.	Y	N	Smoked marijuana (grass, pot, hash, ganja)?
34.	Y	N	Sniffed glue, or breathed the contents of s cans, or inhaled any paints or sprays to **high**?
35.	Y	N	Used steroids?
36.	Y	N	Taken pills to **get high**?
37.	Y	N	Used any form of cocaine?
38.	Y	N	Used heroin?

In the last **MONTH**, how often have you...
(Circle one answer for each line)

	Not at all	Once or twice	A Few times a week	Every day	
39.	0	1	2	3	Smoked cigarettes?
40.	0	1	2	3	Used smokeless tobacco (sn chewing tobacco)?
41.	0	1	2	3	Drank beer, wine, or "ha liquor (other than for religi reasons)?
42.	0	1	2	3	Smoked marijuana (grass, hash, ganja)?
43.	0	1	2	3	Sniffed glue, or breathed contents of spray cans, inhaled any paints or sprays **get high**?
44.	0	1	2	3	Used steroids?
45.	0	1	2	3	Taken pills to **get high**?
46.	0	1	2	3	Used any form of cocaine?
47.	0	1	2	3	Used heroin?

The next questions ask about your behavior.

During the **LAST 12 MONTHS**, have you...
(Circle one answer for each line)

	Yes	No	
48.	Y	N	Gotten into a physical fight?
49.	Y	N	Been in a physical fight in which you were h and had to be treated by an adult?
50.	Y	N	Carried a gun?
51.	Y	N	Carried any other type of weapon (other tha gun), such as a knife or club?
52.	Y	N	Been arrested?
53.	Y	N	Been taken to a police station because of y behavior, but not arrested?

In the last **MONTH**, how often have you... (Circle one answer for each line)

	Not at all	Once or twice	A Few times a week	Every day	
54.	0	1	2	3	Gotten into a physical fight?
55.	0	1	2	3	Carried a gun?
56.	0	1	2	3	Carried any other type of weapon (not a gun), such as a knife or club?
57.	0	1	2	3	Been arrested?
58.	0	1	2	3	Been taken to a police station because of your behavior, but not arrested?

59. Are you involved with a gang? (Circle one)

a. Yes
b. No

The next questions ask about your thoughts on police officers.

60. Within the past year, have you spoken with a police officer? (Circle one)

a. Yes
b. No - Go to question 63

61. If yes, how did you come into contact with the officer? (Circle all that apply)

a. At school
b. On the street
c. At an after-school program
d. To ask for help
e. At a school-sponsored event
f. At a community event
g. As a victim of a crime
h. You saw a crime or accident take place
i. As a suspect of a crime
j. Other _____

62. How would you describe you past experiences with the police? (Circle one)

a. Good
b. Bad
c. No past experience

I think police officers are: (Circle one for each line)

63.	a. Helpful	b. Not helpful	c. I don't know
64.	a. Friendly	b. Unfriendly	c. I don't know
65.	a. Kind	b. Mean	c. I don't know
66.	a. Comforting	b. Scary	c. I don't know

67. How do you describe your attitude towards the police in general? (Circle one)

a. Like very much
b. Like
c. No opinion
d. Dislike
e. Dislike very much

THANK YOU VERY MUCH FOR YOUR HELP.

If you have any comments about the questions that were asked in this survey, or the survey itself, please provide them here.

_____

_____

_____

_____

_____

_____

_____

COPS AND KIDS PROGRAM EVALUATION

1. Please circle the letter of each of the activities you participated in as part of the Cops and Kids Program:

a. Theater and Arts & Crafts (including photography)
b. Electronics or Video Instruction
c. Computer Activities
d. Tutoring and Homework Assistance
e. Caring for Animals
f. Investigative Training
g. Cultural Programs
h. Athletics (football, karate, weightlifting,...)
i. Biking
j. Ropes Course
k. Mediation / Conflict Resolution
l. Peer Leadership
m. Job Skills Education
n. Baby-sitting Activities or Classes
o. Community Service
p. Youth Advisory Board
q. Drug or Violence Prevention Education
r. Counseling
s. "Rap" Sessions
t. Youth Citizens Police Academy
u. Field Trips

Other (please describe):_____

Other (please describe):_____

2. How many weeks or months did you participate in the Cops and Kids Program? _____ weeks / _____ months

3. Please circle one number that best describes how you feel about the Cops and Kids Program:

Poor	Needs Improvement	Average	Good	Excellent
1	2	3	4	5

4. Would you like to see the Cops and Kids Program offered during the next school year? (Circle one)

Yes No

5. As a result of the Cops and Kids Program, is your relationship with police officers: (Circle one)

Better	Stayed the Same	Worse	No Opinion
1	2	3	4

6. What did you like **best** about the Cops and Kids program?

_____
_____
_____
_____

7. What did you like **least** about the Cops and Kids program?

_____
_____
_____
_____

8. Please list any comments or suggestions you may have for the Cops and Kids Program:

_____
_____
_____
_____

THANK YOU FOR YOUR HELP!